



Le Pera Elementary School

Parker Unified School District

Tahbo Road and Mohave Road, Poston, AZ 85377

Mailing Address: Rte. 1, Box 169, Parker, AZ 85344

ARIZONA
School Report Card
2001-02

Principal: Ms. Julie Kaminski

Schedule: 7:30 AM to 4:00 PM

Web Address: www.parkerusd.k12.az.us

E-mail: jkaminski@parkerusd.k12.az.us

Grades: K-8

2001 Enrollment: 367

Phone: (928) 662-4306

Fax: (928) 662-4308

▼ School Overview ▼

Mission

The mission of Le Pera Elementary is to educate ALL children in a nurturing, challenging and disciplined environment so their performance and development is a credit to themselves, the community and society. Providing a safe and stable environment for this to occur is the goal of this veteran staff. Le Pera is a traditional K-8 school that additionally provides services to English learners.

Organization and Philosophy

- w Traditional
- w Self-contained K-6
- w Departmentalized Classes 7-8
- w Full-day Kindergarten

School/Academic Goals

- w Students will attain a mastery level in the essential skills in reading, writing and math as set by the District Assessment Plan.
- w Running Records will be used to individually assess students in reading.
- w Students will attain an acceptable level of achievement in the basic skills subjects of reading, writing and math.
- w Students in grades 4-8 will also be expected to attain an acceptable level of achievement in science and social studies.

Instructional Programs

- w On-site Special Education
- w EL
- w Title I
- w K-3 Assistance Program
- w Title IX Tutoring
- w Afterschool Tutoring

Enrollment

October 1, 2000 School Year Student Enrollment:	358
Accepting New Students in 2001-02 Under Open Enrollment Law ¹ :	Yes
Number of Students Attending Under Open Enrollment in 2000-01:	32

¹ Under ARS§15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

▽ School Site Council ▽

Council Composition

1 School Administrator(s)
 1 Non-certified Employee(s)
 3 Teacher(s)
 1 Parent(s)
 0 Community Member(s)
 0 Student(s)

Council Duties

w Instructional Strategies
 w Curriculum Development
 w School Safety Issues
 w Student Discipline
 w Extracurricular Activities
 w Promotion/Retention Issues

▽ Staffing Information ▽

School administration and instruction for school year 2001-02 are provided by:

Position	Number	Position	Number
Administrator	1.00	Teacher	26.00
Other Professional Staff	0.00	Teacher Aide	12.00

Educational Attainment by Years of Teaching Experience of Current Teaching Staff

Experience	Degree			
	Bachelor's	Master's	Doctorate	Other
3 or fewer years	6	0	0	0
4 to 6 years	4	0	0	0
7 to 9 years	1	0	0	0
10 or more years	8	4	0	0

▽ Shared Responsibilities ▽

School

Each child is seen as an individual with special needs. As such, academic standards and goals are established to meet the individualized needs of each child. Le Pera Elementary provides every student with textbooks, work-books and other supplemental materials required for the entire spectrum of academic studies. The staff takes every precaution to ensure that each child is afforded a safe and stable environment in which to learn.

Parents

It is the responsibility of each parent of students enrolled at Le Pera Elementary to stay abreast of the educational progress of their child. Attendance is absolutely paramount for the success of children. Parents are asked to see that their child is in attendance a minimum of 90% of the days school is in session. Parents are asked to see that their children are well-rested and come to school alert and eager to learn.

▽ Transportation Policy ▽

Le Pera Elementary School's boundary extends south of Burns Road to the southern boundary of the Colorado River Indian Reservation and from the Colorado River to the eastern district boundary. Any student living within these boundaries will have district transportation provided.

▽ Calendar Information ▽

Number of Instruction Days:	178	First Day of School:	8/1/01
Average Daily Instruction Time:	6 hrs. 10 min.	Last Day of School:	5/30/02

Operates on Extended Schedule

Report Card Release Dates

9/28/01	12/20/01	3/8/02	5/29/02
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Additional Calendar/Report Card Information

Parent conferences are conducted at the midterm date of the first and third grading periods.

▽ Resources Available at School Site ▽

Nutrition Programs

Federal food programs available to eligible² students:

Breakfast - Yes Lunch - Yes Summer Food - No

² Schools participating in the federal nutrition programs provide meals to all children. Students may be eligible for free or reduced-price meals. Eligibility is based on the federal poverty guidelines.

Special Facilities

W Networked Macintosh/PC Labs	W Separate Band/Chorus Facility
W Science Room with Lab Stations	W Full-sized Gym with Stage

Extracurricular Activities

W Junior High Volleyball	W Junior High Football
W Junior High Basketball	W Cheerleading
W Student Council	

School/Community Resources

W Counseling Services	W Health Services
W Clothing/Food Banks	W Afterschool Program
W DES Services	W Youth Center
W Breakfast Program	

▽ Indicators of Success ▽

Information provided on this page is based on historical data, primarily from the previous school year, 2000-01.

2000-01 School Achievements/Accomplishments

w NDS

Student Information: 2000-01 Student Activity Rates

	School	Arizona		
		K-6	7-8	9-12
Attendance Rate	93.9 %	94.8 %	93.5 %	94.2 %
Transfers Out ³	10.8 %	16.2 %	16.0 %	20.6 %
Transfers In ⁴ : Within District	0.3 %	3.4 %	2.8 %	3.0 %
Transfers In ⁴ : Out-of-District	9.4 %	6.3 %	5.9 %	7.9 %
Promotion Rate ⁵	92.6 %	98.7 %	98.1 %	94.2 %
Retention Rate ⁶	7.4 %	1.3 %	1.9 %	5.4 %
Dropout Rate ⁷	NA			11.1 %
Status Unknown ⁸	NA			6.7 %

Students reported as "dropouts" who may have returned to school for the following academic year are not accounted for in this report.

³ Transfers Out: Percentage of accountable students withdrawing to continue studies in another school or to be taught at home for the 2000-01 school year.

⁴ Transfers In: Within District: Percentage of accountable students entering school who were previously enrolled in another Arizona public school within the school district during the 2000-01 school year. Out-of-District: Percentage of accountable students entering school who were previously enrolled in another school district during the 2000-01 school year.

⁵ Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2000-01 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

⁶ Retention Rate: Percentage of students retained at the end of the 2000-01 school year.

⁷ Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 1999-2000 school year, to include activity during the summer of 2000. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate, Dropout Rate and Status Unknown Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate and the Status Unknown Rate but not in the Promotion Rate and Retention Rate. Data for 2000-2001 is not yet available.

⁸ Status Unknown: Percentage of students unaccounted for by any method during the 2000-01 school year. Status unknown students are not necessarily dropouts.

▽ School Honors ▽

Awards or special recognition honors received by the school, staff or students:

Award/Honor	Year
Parker Rotary Teacher of the Year	2000

▽ Academic Achievement Indicators ▽

Arizona's Instrument to Measure Standards (AIMS) is designed to measure student achievement of the Arizona Academic Standards. Effective with the high school Class of 2006 (eighth graders in 2001-02), students must "Meet the Standard" or "Exceed the Standard" on all portions of AIMS or pass an AIMS Equivalent Demonstration (subject to approval by the state Board of Education) in order to be eligible for a high school diploma. High school students who did not attain "Meets the Standard" or "Exceeds the Standard" in reading, writing and mathematics will have additional opportunities to retake the test in their junior and senior years. Students in grades 3, 5, and 8 also take AIMS.

AIMS Results¹, 2000-01

Grade 3		Number Tested	MS	FFB	A	M	E
Reading	School	40	499	25%	30%	27%	17%
	State	60969	521	11%	18%	44%	27%
Writing	School	36	511	22%	25%	47%	5%
	State	59929	535	12%	13%	62%	13%
Mathematics	School	41	486	21%	43%	26%	7%
	State	61089	510	14%	29%	34%	23%

Legend

- MS - The Mean Scale Score (average) on a 200-800 scale.
 A student must have achieved a scale score of 500 to meet the standard. Scale scores are not comparable among content areas.
- FFB - Percent of students who Fell Far Below the standard
- A - Percent of students who Approached the standard
- M - Percent of students who Met the standard
- E - Percent of students who Exceeded the standard

Grade 5

Reading	School	37	490	18%	43%	32%	5%
	State	63518	503	22%	24%	41%	14%
Writing	School	38	486	26%	31%	34%	7%
	State	62270	505	19%	28%	41%	12%
Mathematics	School	36	470	16%	61%	5%	16%
	State	63873	487	17%	43%	12%	29%

Grade 8

Reading	School	31	477	51%	25%	12%	9%
	State	56652	505	23%	20%	40%	17%
Writing	School	27	474	25%	48%	25%	0%
	State	55212	492	17%	41%	40%	2%
Mathematics	School	31	427	67%	25%	6%	0%
	State	56871	454	43%	40%	12%	6%

¹Results reflect student performance on the English form of AIMS.

²Class of 2003 is the cohort of students who began 9th grade during the 1999-2000 school year.

Items of data containing information about fewer than ten students have been replaced with () to protect student privacy.

--Some columns contain dashes (--) to indicate "not applicable" or "no data available."

▽ Mathematics Education and AIMS ▽

On April 24, 2000, the state Board of Education amended the high school graduation requirements to include the following: "Effective with the graduating class of 2004, the two required math credits shall be taken consecutively beginning with the ninth grade and course content shall reflect Academic Standards preparation for proficiency at the high school level." Parents should verify with the school that their ninth grade students are enrolled in one or more mathematics courses that provide instruction in the state Board-adopted mathematics standards that lead to proficiency in high school. Students who begin the ninth grade during the 2001-02 school year should be enrolled in a mathematics sequence that is aligned to the state's mathematics standards and includes instruction in the concepts and performance objectives that will be assessed by AIMS. The Board's amendment to the high school graduation requirements should not be interpreted to mean that all ninth grade students must be enrolled in any *particular* course. **The Board's intent is to assure that all ninth grade students are enrolled in courses that prepare students for success on AIMS.**

▽ Academic Achievement Indicators ▽

In 1997 and 1998, students in grades 3 through 12 were tested in reading, language and mathematics using the standardized, nationally norm-referenced *Stanford Achievement Test, Ninth Edition* (Stanford 9). In 1999 and 2000, students were tested in grades 2 through 11. **Students were tested in reading in grade 1 and reading, language arts and mathematics in grades 2 through 9 in 2001.** The percentage of eligible students tested (%) and the school's percentile rank score are presented below. State percentile rank scores (AZ) are provided for comparison. Also, note that the percentile rank scores for the nation are 50 for all content areas in all grades.

Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with (**) to protect student privacy. Some columns contain dashes (--) to indicate "not applicable" or "no data available."

Stanford 9 Percentile Rank Scores

Grade	Content Area	1996-1997			1997-1998			1998-1999			1999-2000			2000-2001		
		%	Score	AZ	%	Score	AZ	%	Score	AZ	%	Score	AZ	%	Score	AZ
1	Reading	--	--	--	--	--	--	--	--	--	--	--	--	82	52	60
2	Reading	--	--	--	--	--	--	100	35	50	94	42	52	80	38	53
	Language	--	--	--	--	--	--	100	26	40	96	27	43	87	23	44
	Mathematics	--	--	--	--	--	--	100	35	51	98	44	55	93	38	57
3	Reading	84	28	44	94	20	47	100	30	47	100	40	48	91	25	50
	Language	87	29	45	97	33	49	100	39	51	100	51	54	89	32	56
	Mathematics	90	46	41	97	36	46	100	41	49	100	56	52	91	40	54
4	Reading	100	35	52	100	22	53	100	22	54	80	35	54	75	52	55
	Language	100	34	45	100	21	47	100	27	49	96	41	48	75	50	50
	Mathematics	100	44	48	100	29	51	100	30	54	98	43	55	75	58	57
5	Reading	83	28	50	94	39	51	100	30	51	100	35	51	85	41	51
	Language	100	22	40	94	35	42	100	30	44	100	44	45	90	43	45
	Mathematics	98	26	47	94	40	51	100	40	54	97	47	55	85	51	57
6	Reading	93	27	52	75	32	53	100	42	54	86	30	53	97	33	54
	Language	90	28	40	85	22	41	100	35	44	86	29	44	100	26	45
	Mathematics	88	36	54	88	33	57	100	40	59	89	38	60	100	42	63
7	Reading	83	26	52	100	40	52	100	36	53	88	49	52	83	37	53
	Language	85	27	49	100	42	52	100	35	54	85	45	54	86	38	55
	Mathematics	85	30	50	100	39	53	100	33	55	91	40	56	86	40	58
8	Reading	84	36	54	86	30	54	100	32	54	83	40	53	89	45	55
	Language	82	28	45	86	25	46	100	32	49	79	30	49	84	39	50
	Mathematics	80	44	50	87	35	52	100	37	54	83	37	56	89	40	58

▽ Measure of Academic Progress ▽

Arizona's Measure of Academic Progress (MAP) is an indicator of student academic growth from one year to the next. The results are based on the *Stanford Achievement Test, Ninth Edition* (Stanford 9), given in 2000 and 2001. MAP includes only those students who were tested both years in consecutive grade levels at the same school or who started the school year in the same school in which they were tested in 2001. A student achieves One Year's Growth (OYG) if he or she remains in the same Stanine⁹ or advances a Stanine from one year to the next. The percentage of students achieving OYG at the school is reported below.

⁹ Stanines are normalized standard scores that range from a low of 1 to a high of 9, with 5 designating average performance. National Stanines, like National Percentile Ranks, indicate a student's relative standing in the national norm group (Source: Harcourt Educational Measurement).

The MAP is an elementary school (Grades 2-8) indicator only.

	Reading	Math
	Percentage of Students Achieving One Year's Growth	Percentage of Students Achieving One Year's Growth
Grades 2-3	27	67
Grades 3-4	92	68
Grades 4-5	80	81
Grades 5-6	85	63
Grades 6-7	90	71
Grades 7-8	70	75

*Less than 10 students matched

**No information available

***Not applicable

▽ School Safety ▽

The purpose of this section is to provide parents information about what the school is doing to promote a safe and orderly environment for learning. The *2001 Comprehensive Health and Prevention Program Survey Annual Report* provides additional information on Health and Prevention Programs, School Safety and Security Measures, Policy Violations and Expulsions at www.ade.az.gov/ResearchPolicy/chapps/.

School-level Efforts to Ensure a Safe and Orderly Environment for Learning

All fifth grade students will participate in DARE. Primary grades will participate in a Fire Safety Program out of Beaver Insurance.

Total number of incidents that occurred on the school grounds that required the intervention of local, state or federal law enforcement (A.R.S. § 15-746.6).

0

School uniforms are not required at this school.

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, **1-877-900-1086**, is anonymous and available 24 hours a day.

▽ Per Pupil and School Expenditures for the 1999-2000 School Year ▽

Expenditure Category	*Per Pupil Expenditures by Category	School Expenditures by Category
Classroom Instruction	\$2,633	\$887,265
Classroom Supplies	\$22	\$7,434
Administration	\$623	\$210,000
Support Services-Students	\$239	\$80,631
Other Support Services and Operations	\$1,945	\$655,464
Total Expenditures- All Categories 1999-2000	\$5,462	\$1,840,794

Total Expenditures may not be exact because of rounding.
Information is self-reported by the district and is unaudited.

* Based upon 1999-2000 Average Daily Membership (ADM).
(School Expenditures divided by ADM)

**Due to technical difficulties, data for multiple charter school sites is not available.

These are maintenance and operation expenditures and do not include capital expenditures such as facilities construction and buses. Classroom Instruction includes activities dealing directly with the interaction between teachers and students. It also includes activities of aides or classroom assistants that are involved in the instructional process. Classroom Supplies includes costs for items that are consumed, worn out or have deteriorated through use; or items that lose their identity through fabrication or incorporation into different or more complex units or substance. Administration includes governing board services, executive administration services, lobbying, office of the principal services and other support services for school administration. Support Services-Students includes attendance and social work, guidance, health, psychological, speech pathology, audiology services and other support services for students. Other Support Services and Operations includes support services for instructional staff, business support services, operation and maintenance of plant services, student transportation services, central support services, other support services, food service operation and bookstore operations.

▽ Classroom Enhancement Funds 2000-01 ▽

For fiscal year 2000-01, school districts and charter schools shall report on the School Report Card issued pursuant to section 15-746, *Arizona Revised Statutes*, a summary of any monies received pursuant to Section 23 of H.B. 2007 for fiscal year 2000-01 and a description of how the monies were used to enhance classrooms to augment pupil learning.

Total Amount Awarded to School District/Charter Holder \$91,911.37 [\$36.02 per Student x Enrollment (ADM)].

Trigger Fund Usage for Classroom Enhancement *

NDS

* Information is self-reported by the district and is unaudited.

▽ Contacts ▽

	Name	Phone	Extension
School Site Council	Julie Kaminski	(928) 662-4306	
Transportation Policy	Pete Eldred	(928) 669-2446	
Community Resources	Julie Kaminski	(928) 662-4306	
School Nutrition Programs	Jubie Baeza	(928) 662-4310	
Parent Organization	Barbara Parker	(928) 662-4230	
Student Health/Nurse	Carmen Barrios	(928) 662-4306	

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs/ on the Internet.

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